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**THE INFLUENCE OF USING TASK BASED LEARNING ON THE
STUDENTS' COMPETENCE IN SPEAKING SKILL AT THE ELEVENTH
GRADE STUDENTS OF *SMK AL HIDAYAH CIREBON***

A THESIS

Submitted to English Education Department of Syekh Nurjati State Institute
for Islamic Studies

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For Islamic Scholar Degree in English Education



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ABSTRACT

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THE INFLUENCE OF USING TASK BASED LEARNING ON THE STUDENTS' COMPETENCE IN SPEAKING SKILL AT THE ELEVENTH GRADE STUDENTS OF *SMK AL HIDAYAH CIREBON*

Most of the students have not been able to use English for communication both in written and in oral. It means that they find a lot of difficulties in learning English. Their learning difficulties or the problem in the process of teaching and learning in the classroom should definitely be discussed and overcome to find the solution. By finding out the solution, the students will not find difficulties again for a certain teaching particularly in speaking.

In learning speaking, the students often find some problem. The problem frequently found is that their native language causes them difficult to use the foreign language. The other reason is afraid or shy to speak English, often inhibited trying to say things in a foreign language in the classroom, can not think of anything to say and have no motive to express their selves beyond the guilty feeling that they should be speaking so in this research the writer tried to use task based as method of teaching.

The aims of this research are to know how far the achievement at experiment and control class and to know the positive and significant influence between the students control and experiment class by using Task Based Learning on the students's competence in speaking skill at the eleventh grade students of *SMK Al-Hidayah Cirebon*.

The method of this research is quantitative approach which is the research approved statistically. The technique for collecting data in this research is test, then the writer computes the data using T-test (Independent sample T-test) by using SPSS version 17.

After the data has been analyzed, the writer conclude that the average value of N-gain from experimental class is 0.35 and control class 0.15. The result of T test from the average N-gain of each class is 6.393 whereas T table of 31 students with significance 0.05 is 1696. It can be concluded that the value t count > t table, so H_0 is rejected and H_a is accepted, it means that there is influence of using task based learning on the students competence in English speaking.



PREFACE

Bismillahirrahmanirrahiim,

Praise is to Allah SWT, the God Al-Mighty, most gracious and most merciful, Lord of the universe, who has bestowed a divine gift of grace for each human being. *Shalawat* and *salam* gives to our prophet, our leader, Muhammad Saw, the messenger of Allah and model provider of good who has guided us to the way that full of God's mercy.

With the blessing of Allah the Almighty. A number of wonderful people have worked hard and support the writer is finally able to finish writing this thesis under the title **“The Influence of Using Task Based Learning on The Students’ Competence In English Speaking at The Eleventh Grade Students of *SMK Al Hidayah Cirebon*.”** This thesis is presented to the English Education Department of Tarbiyah Faculty, English Study Program, Syekh Nurjati State Institute for Islamic studies in partial fulfillment of the requirements for Degree of English Education of Faculty Education.

Grateful acknowledgement are due to a lot of people who have taken a part helped, supported, and advised the writer in constructing this thesis. Therefore, the writer would like to convey her sincere gratitude to:



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1. Prof. Dr. H. Maksum Mukhtar, M.A, the Rector of *Syekh Nurjati State Institute for Islamic Studies*
2. Dr. Saefudin Zuhri, M.Ag, the Dean of Tarbiyah faculty of *IAIN Syekh Nurjati Cirebon*
3. Dr. Hj. Huriyah, M.Pd, the Chairwoman of English Education Department of *IAIN Syekh Nurjati Cirebon* and is as the first supervisor
4. Drs. Mustopa M.Ag, as the second supervisor who has given valuable guidance, motivation, suggestion, and helps the writer during the process of writing this thesis
5. My beloved parents, brothers and sisters who always give spirit, financial help, and their invocation that never ends
6. Drs. A. Hendi Suhendi, M.Pd, the Head master of *SMK Al Hidayah Cirebon*
7. Sri Hariyati, S.Pd.I, the English teacher of *SMK Al Hidayah Cirebon*.
8. All of friends who always give their support and motivation in finishing the thesis either formally or informally.

The writer trust that this thesis is still so many lacks found and far from being perfect because to make a good thesis will consume much time. Therefore, the writer with the great pleasure would receive the guidance, suggestion, and constructive critic from the readers.



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At the last, the writer hopes that this thesis would be useful and valuable for the readers and particularly for the writer and for English Education Department of the State Institute for Islamic Studies (IAIN) *Syekh Nurjati Cirebon*.

Cirebon, 2th August 2012

Writer



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CHAPTER I

INTRODUCTION

A. Background of The Problem

English has played an important role in the daily lives of the Indonesian people for many years due to its influence on education, careers and economics. Having English skills encourages learners to communicate with foreigners comfortably, understand differences in culture and hold positive attitudes towards using English (Genc & Bada, 2005). Bailey and Savage (1994) state that to communicate on a daily basis, speaking is a necessary and basic skill that also helps an English learner become a good reader and writer spontaneously. In addition, Ellis (2003) points out that the main purpose of a learner studying English as a Second Language (ESL) is to reach a personal goal to achieve success. All living creatures have some means of conveying information to others or their own group, communication being ultimately essential for their survival. Some use vocal noises, other physical movement or facial expression.

The best way to regard the relationship is to say that 'language is a tool in the way an arm with its hand is a tool, something to work with like any other tool and at the same time part of the mechanism that drives tools, part of us. Language is not only necessary for the formulation of thought, but is part of the thinking process itself' (Bolinger, 1975, P.236)



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According to Noam Chomsky there are two main goals of language instruction that have to be had by learners, they are (1). A speaker's competence, his knowledge of the language and (2) his performance, his actual use of the language in concrete situation.

Speaking is one of four important skill in foreign language learning. To express an idea students have to speak. By active speaking, it is very useful to increase their ability as students who learn English as foreign language.

Speaking proficiency is one kind of language proficiency to be achieved in the teaching of modern languages including English. Talking is the primary vehicle for fostering mutual understanding, mutual communication, using language as a medium. Speak in the language classroom activities have aspects of two-way communication, between the speaker and the listener on a reciprocal basis. Thus exercises should first talk based on the ability to listen, the ability to say, and mastery (relative) vocabulary and phrases that enable students to communicate the intent or his thoughts. Therefore, it can be said that the exercise of this talk is a continuation of a listening exercise activities are also contained in the said exercise. Target to be achieved in this regard is the ability and verbal fluency or oral talk (communicate) directly as a primary function of language, particularly English. Because the principle is to Teach in Teaching Speaking The Language, Do not Teach Only About The Language.



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There are some studies in the area of teaching speaking. Such as: Pemi Susylawati (2003), Eni Nuraeni (2004), Doni Iskandar (2005), Sameera Ahmed al-Senaidi (2007), and Kori Aina (2010).

To develop speaking skill is one of the purpose of teaching and learning English, no respond, passive, misunderstand, pronunciation, and the condition of psychology are becoming the problems of the tutor, so Pemi Susylawati's research (2003) to overcome the problems, she has done a research about the contribution of Stimulus Response Theory (S-R Theory) towards speaking skill, because of those reasons, she takes an Eclectic Theory- also called Cognate theory to make it measurable and reasonable theory in the process of teaching and learning English in a formal institution is very influencing towards the learning English speaking.

Eni Nuraeni (2004), she tried to teach English speaking through Comic Strips in the hope that will make the students have a great interest in learning speaking and their speaking will increase as well. After doing research, she concluded that the students's achievement in learning speaking skill taught using comic strips is categorized good.

One of the aims of research carried out by Doni Iskandar (2005) was to find out whether there is correlation or not between the students' ability in English consonant sounds and their ability in speaking. He concluded that there is positive and significant correlation between the students' ability in English consonant sounds and their ability in speaking.



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Kori Aina (2010), in the research she tried to study one of recently popular media in teaching and learning foreign language, that is language laboratory. Based on analysis data the result of the influence of using language laboratory on the students' ability in speaking English is category high.

Rani Triyana Dewi (2012), many factors can cause the problem of the students speaking skills, namely the students' interest, the material, and the media among other including the technique in teaching English, so she tried to use role play as the method of teaching. After the data has been analyzed, she concluded that there is significance influence of role play on the students' achievement in learning speaking.

Those are the research in speaking skill in learning English. Most of the researches were succeeded, it means that the research is progressive. In this research the writer will use task based learning as method in speaking skill. Beside that, the writer wants to know is there any influence by using task based learning to improve speaking skill on the students' achievement. This research has difference with the other researches. The differences are in the object and the treatment.

The Writer knows that teacher often faces two choices in English teaching: to get the high score in *Ujian Nasional* or to train the students in using English as a communication language. The first choice is often taken by most of English teachers at school. On the other hand, the students get English learning process



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monotonously, most of their time are only to finish the writing and reading practice.

How about speaking? Most of students are lazy to speak English, sometimes they are afraid or shy to speak out. They know English well (both vocabulary and grammar) but they do not know how to speak English well, or learners are often inhibited about trying to say things in a foreign language in the classroom : worried about making mistakes, fearful of criticism or losing face or even if they are not inhibited , we often hear learners complain that they can not think of anything to say, they have no motive to express themselves beyond the guilty feeling that they should be speaking.

Sometimes only one participant can talk at a time if he or she is to be heard; and in large group this means that each one will have only very little talking time. This problem is compounded by the tendency of some learners to dominate, while others speak very little or not at all. In classes where all, or a number of, the learners share the same mother tongue, they may tend to use it: because it is easier, because it feels unnatural to speak to one another in a foreign language, and because they feel less 'exposed' if they are speaking their mother tongue. If they are talking in small groups it can be quite difficult to get some classes-particularly the less disciplined or motivated ones to keep to the target language.

It is one of the reasons why the writer will use task based learning as an English learning teaching activity to give the English Atmosphere for students



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especially in speaking skill. And the writer chooses *SMK Al Hidayah Cirebon* as a place to research to know the real condition.

Based on the condition above, the writer is interested in the topic “The Influence of Using Task based learning on The Students’ Competence in Speaking Skill ” (*At The Eleventh Grade Students of SMK Al Hidayah Cirebon*).

B. The Identification of The Problem

The problem in this research is classified into the following sections:

1. The Research Area

This thesis, which entitled: *The Influence of Using Task Based Learning on The Students’ Competence in Speaking Skill at The Second Grade Students of SMK Al Hidayah Cirebon*”, Tries to make students’s improving their ability in speaking English

2. The Kinds of the Problem

There are some problems in learning speaking, the writer would like to mention the kinds of the problem:

- a. The students are afraid or shy to speak English
- b. The students are often inhibited trying to say things in a foreign language in the classroom

- c. The students can not think of anything to say
- d. The students have no motive to express their selves beyond the guilty feeling that they should be speaking

3. The Main Problem

The main problem of this thesis is lack of the student's ability in learning speaking, and to describe the students' achievement in learning speaking by applying task based learning

C. The Limitation of The Problem

One of the problems in learning speaking is the students have different ability to speak English as a foreign language, and so they make different mistakes. To clarify the problems, the writer limits those problems in the use of task based learning in teaching speaking.

D. The Questions of The Research

1. How far is the students' achievement in English speaking which using task based learning at experiment class?
2. How far is the students' achievement in English speaking which not using task based learning at control class?
3. Is there any positive and significant influence between the students control and experiment class?





E. The Aims of The Research

Based on the question of the research above , the writer tries to arrange the aims of the research as follows:

1. To know how far the students' achievement in English speaking which using task based learning at experiment class
2. To know how far the students' achievement in English speaking which not using task based learning at control class
3. To know the positive and significant influence between the students control and experiment class

F. The Uses of The Research

These are the uses of this research:

1. To find out the weakness of the students in speaking
2. To improve the students competence in speaking
3. To motivate and encourage the students to speak English in the class moreover in their environment
4. The research can be a reference for the next research



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